



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF A TEACHER IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY

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ANNOTATION. *The article provides help with examples of the pedagogical state necessary to control the professional competence of teachers in the educational process.*

Key words: competence, phenomenon, analyzed phenomenon, highly qualified, expediency, pedagogical disciplines.

Acceleration of the rate of development of the state and society, expansion of opportunities for social choice, the introduction of modern information technologies pose a challenge for national science and practice of significant changes in the education system. The increased requirements for the quality of education in the context of its structural restructuring and integration into the global educational space significantly change the level of social expectations in relation to the effectiveness of the entire complex of pedagogical sciences. In solving the problem of improving the quality of education, great importance is attached to the system of training educated, highly qualified, competent specialists, ready for dialogue and cooperation, possessing a dialogical, informational and moral culture, capable of making independent responsible decisions in a situation of choice.

Today, the professional competence of a teacher is used as a criterion for university professional and pedagogical training. Professional competence of a teacher is a dynamic, developing category, determined by a specific historical situation in which professional activity is carried out. The expediency of introducing this term is due to the breadth of its content, which is closely related to such categories that are of great importance for a teacher, such as "professionalism", "qualifications", "professional abilities", "readiness for activity", etc. [45; 53], as well as with the improvement of the quality of vocational education in Russia, its entry to the world level. Professional competence is rightfully



considered as an educational phenomenon, which is due to: the restructuring of society as a whole and the emergence of the term "subculture" as the cultural state of specific subjects; the simultaneous combination of traditional and innovative in domestic pedagogy as a new socio-cultural norm of relations; the emergence of new goals and values of education [66; 296-297]. In the educational systems of different countries, while maintaining the traditions and the unique nature of education, a tendency towards standardization is manifested, associated with globalization processes, and at the same time, the need for radical educational reforms is increasing of particular relevance in these conditions is the problem of strengthening the continuity between all the links of the educational system in Russia. The goal of education is, therefore, of a multicomponent nature: in public life - the socialization of the individual, in the general education field - key competencies, in the professional field - professional competence.

The study and use of the term "teacher's professional competence" falls on the 80-90s. XX century. The study shows that this term began to be studied most closely by Russian scientists in the late 90s - early 2000: V.A. Adolph, JI.A. Basharina, Yu.V. Vardanyan, A.A. Vorotnikova, O.S. Grischechko and others. 2003 - 2006 the concept of the formation of the teacher's professional competence in domestic pedagogy has been significantly enriched by the research of scientists. Among them: V.V. Abramova, G.S. Vyalikova, G.K. Selevko, H.JI. Moskovskaya, D.S. Nesterov, Yu.S. Tsench and others. At the same time, all researchers see the main difficulty in the formation of a teacher's professional competence in the fact that this is a multilevel process and, therefore, knowledge should be formed simultaneously at four levels: methodological, theoretical, methodological and technological. The first two levels reflect the teacher's theoretical readiness for professional activity, and the second - his practical readiness. Obviously, pedagogical science has been significantly enriched by a system of scientifically grounded views on such an educational phenomenon as "professional competence", which allows us to speak about the existence of a certain concept of the formation of teacher's professional competence in domestic pedagogy. However, with the existing variety of conceptual ideas of researchers on the analyzed phenomenon in science, the pedagogical conditions for the formation of professional competence of a teacher in the educational process of a university have not been sufficiently studied.



The study revealed a number of contradictions:

- between the variety of conceptual approaches to the problem under consideration and the insufficient development of the pedagogical conditions for the formation of the teacher's professional competence in the real educational process;
- between the urgent need to form the teacher's professional competence and the lack of a scientifically based technology for its gradual development in the educational process of the university;
- between the existing potential of pedagogical disciplines in the formation of the teacher's professional competence and the insufficient real practice of its implementation.

All of the above determined the choice of the research topic "Pedagogical conditions for the formation of teacher's professional competence in the educational process of the university." The problem of the research is to resolve the contradiction between the need to develop a scientifically grounded complex of pedagogical conditions for the formation of teacher's professional competence and the existing traditional training of pedagogical personnel. Purpose of the research: theoretical and methodological substantiation of the pedagogical conditions and technology of the stage-by-stage formation of the teacher's professional competence in the educational process of the university (on the example of teaching pedagogical disciplines). Object of research: the process of forming the teacher's professional competence. Subject of research: pedagogical conditions for the formation of professional competence of a teacher in the educational process of a university. Research hypothesis: the productivity of the implementation of the pedagogical conditions for the formation of the teacher's professional competence in the educational process of the university will be successful if:

- the essence and content of the teacher's professional competence in the context of the existing diversity of the conceptual and categorical apparatus of the research has been clarified;
- a complex of pedagogical conditions has been identified and substantiated, ensuring the effectiveness of the process of forming the teacher's professional competence;
- designed, substantiated and tested a model for the implementation of pedagogical conditions for the successful formation of a teacher's professional competence;



- the technology of the stage-by-stage formation of the teacher's professional competence in the process of teaching pedagogical disciplines has been determined;
- developed a criterion-level complex formed TM of the teacher's professional competence.

Research objectives:

- 1) clarify the essence and content of the teacher's professional competence as an educational phenomenon;
- 2) characterize the conceptual and categorical apparatus of the research;
- 3) identify the main methodological approaches to the formation of the teacher's professional competence;
- 4) highlight and substantiate the pedagogical conditions for the formation of the teacher's professional competence in the educational process of the university (using the example of teaching pedagogical disciplines);
- 5) to develop the author's model and technology for the stage-by-stage formation of the teacher's professional competence, taking into account the selected pedagogical conditions;
- 6) to present the dynamics of the process of forming the professional competence of a teacher among students of a pedagogical university on the basis of the developed criterion-level complex.

Research methods: to solve the set tasks and test the hypothesis, the following were used: theoretical research methods: study and analysis of philosophical, sociological, pedagogical and psychological literature on the research problem; conceptual and terminological apparatus; the approaches of scientists to the problem under study; synthesis, comparison, generalization, content analysis; empirical research methods: study and generalization of work experience on the formation of teacher's professional competence in the system of higher professional education and in the system of advanced training of teachers; conversations with students, teachers, teachers; questioning, observation; method of generalization of independent characteristics; study of the products of students' creative activity; methods of mathematical and statistical data processing; modeling, pedagogical experiment.

Research base. The study was carried out on the basis of the history and technology faculties of the state educational institution of higher professional education of the Moscow region "Kolomna State Pedagogical Institute", the psychological and pedagogical faculty of



the non-state educational institution of higher professional education "Russian New University". The experiment involved 179 students, including 52 students from the control and experimental groups. The study was conducted from 2001 to 2007. in three steps:

Stage I / 2001 - 2002 /. At the first stage, the philosophical, sociological, pedagogical and psychological literature was analyzed, the scientific apparatus and the research base were determined, the program of the experiment was drawn up, the ascertaining experiment was carried out, the author's concept of the implementation of the pedagogical conditions for the formation of the teacher's professional competence was developed.

Stage II / 2003 - 2005 /. At the second stage, a formative experiment was carried out on the basis of the developed model for the implementation of the pedagogical conditions for the effective formation of the teacher's professional competence in the educational process of the university, the technology of the gradual formation of the studied personal education in the educational process of the university was determined and tested on the example of teaching pedagogical disciplines.

Stage III / 2006 - 2007 /. At the third stage, a control experiment was carried out, the criteria, indicators and levels of the formation of the teacher's professional competence were determined on the basis of system monitoring data, the main theoretical conclusions were formulated, and the dissertation was completed.

The scientific novelty of the research is that:

- the essence and content of the teacher's professional competence in the process of training pedagogical staff have been clarified;
- the structuring of the teacher's professional competence was carried out according to its species diversity (in particular, more than 40 types of teacher's professional competence were identified: conflict, linguistic, communicative, acmeological, moral, ethnocultural, ethical, etc.);
- the pedagogical conditions for the effective formation of the teacher's professional competence in the educational process of the university are identified and substantiated: orientation to the subjectivity of a person capable of self-actualization and self-identification; creation of a creative environment; motivation for reflective activity; dialogization of the educational process;



- the conceptual provisions of the formation of the teacher's professional competence were concretized, on the basis of which the author's model of the implementation of the pedagogical conditions for the formation of the teacher's professional competence in the educational process of the university was constructed and tested (using the example of teaching pedagogical disciplines);
- a technology has been developed for the stage-by-stage formation of the teacher's professional competence, which includes adaptive-reproductive, active-activity, creative-transformative stages;
- the dynamics of the process of forming the teacher's professional competence on the basis of the developed criterion-level complex is presented.

The theoretical significance of the study:

- analyzed the conceptual and categorical apparatus of the research from the point of view of clarifying and introducing categories that reveal the relationship of the teacher's professional competence with such concepts as: "professionalism", "professiogram", "pedagogical creativity", "pedagogical skills", "qualifications": "competence" , "Competence", "key, basic, special competencies", "main and auxiliary key competencies", "competence crisis", "competence-based personality", "competence-based behavior", "competence-based training", "competence-based approach", "competence-based oriented education", "competence model";
- the leading methodological approaches to the problem of the implementation of the pedagogical conditions for the formation of the teacher's professional competence (personal, activity, systemic, cultural, axiological, acmeological) and the principles of organizing the pedagogical process in the context of research (humanization and democratization of the educational process, social and value orientation of activities, continuity of professional education in the modern socio-cultural space, variability, reliance on the leading achievements of science and technology);
- systematized and generalized the accumulated theoretical material and practical experience on the implementation of pedagogical conditions for the formation of the teacher's professional competence in the process of teaching pedagogical disciplines;



- substantiated criteria (information-knowledge, axiological, motivational, constructive-activity, analytical-reflexive), levels (intuitive, stereotypical-reproductive, search-creative) and indicators of the formation of the teacher's professional competence.

The practical significance of the study lies in the fact that, on the basis of the theoretical provisions of the study, a model has been developed for the implementation of pedagogical conditions for the formation of teacher's professional competence in the educational process of the university and the technology of the gradual formation of the studied personal education, which were purposefully used in the study of disciplines of the pedagogical cycle at the history faculty of a state educational institution of higher education. professional education of the Moscow region "Kolomna State Pedagogical Institute". The results of the study were tested in the practical activities of the psychological and pedagogical faculty of the non-state educational institution of higher professional education "Russian New University." colleges, as well as in the process of retraining and advanced training of teaching staff.

The reliability of scientific results is ensured by the theoretical and practical validity of the initial theoretical and methodological positions; taking into account the leading concepts of personality development in the course of a holistic pedagogical process; the use of various approaches when considering the analyzed phenomenon (personal, activity, systemic, axiological, acmeological, culturological); reliance on theoretical and practical data necessary and sufficient for the qualitative characteristics of the object under study; the use of a set of mutually checking and complementary research methods, their adequacy to the logic and objectives of the research; the representativeness of the material and the statistical significance of the data obtained.

The following provisions are submitted to the defense:

1. The professional competence of a teacher as an educational phenomenon is a leading characteristic of professionalism, which is an integrative multilevel personal education based on positive motives for choosing a profession, a set of systemic knowledge, skills and abilities, practical experience, reflective activity, dialogical culture, expressed in theoretical and practical the teacher's readiness and ability to effectively solve educational and educational problems.



2. The effectiveness of specially organized, purposeful work on the formation of the teacher's professional competence is achieved by the definition and implementation of pedagogical conditions, the most important of which are: focus on the subjectivity of a person capable of self-identification and self-actualization; creation of a creative environment; motivation for reflective activity; dialogization of the educational process.

3. The model for the implementation of the pedagogical conditions for the formation of the teacher's professional competence includes a set of such components as: target, emotional-motivational, content, operational-activity, control-evaluative, productive-corrective - determining the technology of the gradual formation of the studied personal education (the first stage is adaptation- reproductive, the second stage is active-activity, the third stage is creative-transformative), taking into account the leading methodological approaches (personal, activity, systemic, axiological, acmeological, cultural) and principles (humanization and democratization of the educational process, socio-value focus of activity, continuity of professional education in the modern socio-cultural space, variability, reliance on the leading achievements of science and technology) on the basis of subject-subject relations in the "teacher-student" system.

4. The dynamics of the formation of a teacher's professional competence in the educational process of a university based on the developed model involves monitoring, including a criterion-level complex, represented by intuitive, stereotypical-reproductive, search-creative levels and information-knowledge, axiological, motivational, constructive-activity, analytical and reflexive criteria. The approbation and implementation of the results obtained were carried out in the process of: a) the organization of educational and cognitive activities of students of the technological and historical faculties of the state educational institution of higher professional education of the Moscow region "Kolomna State Pedagogical Institute" and the psychological and pedagogical faculty of the non-state educational institution of higher professional education "Russian New University "; b) development of teaching materials and special modules for students; c) thematic performances for students, teachers, professors; d) participation in conferences: international: XV international scientific and practical conference on the problems of physical education of students "Man, health, physical culture and sport in a changing world" (Kolomna, Moscow region - 2005), scientific and practical conference of scientists MADI (STU) , Moscow Agricultural Academy,



LNAU (Moscow, Lugansk - 2005), international scientific conference "Pedagogy and psychology as a resource for the development of modern society" (Ryazan - 2007); All-Russian: All-Russian scientific-practical conference "Educational space of childhood: Historical experience, problems, prospects" (Kolomna, Moscow region - 2006); All-Russian scientific-practical conference "Psychology of oppression: offenders and offended" (Materials of the All-Russian scientific-practical conference - Kolomna, Moscow region - 2006); Russian scientific and methodological conference "Local History as a Means of Implementation of the Regional Component of Pedagogical Education" (Ryazan - 2006); Russian scientific and methodological conference "Educational space: regional problems" (Ryazan - 2007); VII All-Russian scientific-practical conference "Gender differences in the characteristics of oppression, offenders and offended" (Kolomna, Moscow region - 2007); regional: regional scientific and practical conference and training course programs "Modernization of the content, forms and methods of teacher education" (Moscow - 2004); intra-university: annual scientific and theoretical conferences of the state educational institution of higher professional education of the Moscow region "Kolomna State Pedagogical Institute" (2001 - 2007).

Each stage is, as it were, "built on" over the previous one; knowledge becomes stronger and deeper; the skills and abilities of the implementation of the action, the solution of various kinds of pedagogical problems are formed. The work on the formation of the teacher's professional competence at all stages of technology is characterized by the expansion and complication of tasks, a variety of forms and methods of active learning used. This process is accompanied by personal and professional formation and development: realizing their potential capabilities, using samples of creative behavior, the student develops his own individual style of activity, identifies himself with the chosen profession.

High internal motivation for activity, subjective assessment of one's own abilities and capabilities contributes to the process of self-actualization and self-identification of the individual. Complex changes in the personality of the future teacher ultimately determine the integrative nature and quality of the product of the correct organization of the educational process at the university, which is the level of formation of the teacher's professional competence. The control experiment, the results of which confirmed the correctness of the chosen direction of work and the presented pedagogical conditions for



the formation of the teacher's professional competence, recorded a significant difference in the indicators of the level of formation of the teacher's professional competence among the students of the control and experimental groups at the ascertaining and control stages of the study. The objective indicator of the indicated level served as one of the criteria for the correspondence of the reflection of the subjects of the educational process of the university to their own level of formation of the teacher's professional competence.

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